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ABSTRACT

Developed by a statewide committee of language arts educators in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this curriculum framework contains goals and terminal objectives for language arts courses in grades 9-12. The framework covers the disciplines of standard English, English as a second language (ESL), speech, drama, and journalism. Each section contains a brief description of the curriculum "strands" (divisions of skill areas), followed by a list of objectives for the skill areas at each grade level. Standard English skill areas consist of reading (with comprehension, word identification, reference and study, and literature strands); writing (with handwriting, grammar/mechanics, spelling, and composition strands); and thinking and expression (with thinking and organization, listening and viewing, and oral communication strands). ESL skill areas are listening and speaking (with sound discrimination, linguistic structures, communication, and comprehension strands); reading (with comprehension, word identification, reference and study skills, literature, and thinking strands); writing (with handwriting, grammar/mechanics, spelling, and composition strands); and culture (with a cross cultural issues strand). Strands for the speech skill area are thinking, writing, listening, and speaking; drama strands are writing, performance, reading, and critical viewing and listening. Journalism skill areas consist of communication (with thinking and organizing, interviewing and broadcasting, composition, and mechanics strands) and production (with layout and makeup, business management, organization, and career implications strands). (MM)

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ED296356

LANGUAGE ARTS

CURRICULUM FRAMEWORK

9-12

STATE of TENNESSEE
Board of Education

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LANGUAGE ARTS

CURRICULUM FRAMEWORK

STATE of TENNESSEE

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RATIONALE

The need for effective communication in our society is greater today than ever before. Language Arts skills become life-long competencies essential to living. Proficiency in the use of these skills enables students to develop rewarding and successful life-styles and occupations.

Language is the prime medium for the exchange of ideas in all areas of life. Listening, thinking, speaking, writing, and reading function together to provide students with the necessary communication skills needed to become more effective members of society.

ENGLISH LANGUAGE ARTS DISCIPLINES (9-12)

RULES, REGULATIONS, AND MINIMUM STANDARDS [0520-1-3.06(1)]

1. ENGLISH I-IV: required of all students for graduation — CODE E
2. ENGLISH AS A SECOND LANGUAGE (ESL): up to two units may count toward graduation requirement of four — CODE L
3. SPEECH: elective, ½ or 1 unit — CODE S
4. DRAMA: elective, ½ or 1 unit — CODE D
5. JOURNALISM: elective, ½ or 1 unit — CODE J

PREFACE

The Language Arts Framework was developed by a statewide committee of educators in the language arts field in accordance with Rules, Regulations, and Minimum Standards of the State Board of Education, Section 0520-1-3.02. It is designed to serve as a basis for language arts curriculum development and implementation, grades 9-12. Each local school system is required to implement this framework beginning with the 1987-88 school year.

The framework contains goals and terminal objectives for those courses awarded credit by the state. The goals identify what should be accomplished in each grade during one school year.

The language arts curriculum in grades 9-12 shall include, but not necessarily be limited to, the goals and objectives contained in this framework. The terminal objectives should be introduced and reinforced as necessary to help students achieve to their maximum potential.

The numbers preceding each terminal objective in 9-12 should be interpreted as follows:

Example - 9E1A1

9 = grade or level (9)
E = discipline (English)
1 = skill area (Reading)
A = strand (Comprehension)
1 = terminal objective number

The State Department of Education will make available to local school systems sufficient copies of the framework to facilitate the development of curriculum guides which identify specific objectives to be taught at each grade level. The framework should provide direction and add stability to the statewide program of language arts.

LANGUAGE ARTS

CURRICULUM FRAMEWORK

ENGLISH

GOALS AND OBJECTIVES

9-12

THE LANGUAGE ARTS CURRICULUM 9-12 SHALL INCLUDE, BUT NOT NECESSARILY BE LIMITED TO, THE TERMINAL OBJECTIVES CONTAINED IN THIS SECTION.

THE TERMINAL OBJECTIVES LISTED SHALL BE INTRODUCED AND REINFORCED AS NECESSARY TO HELP STUDENTS ACHIEVE TO THEIR MAXIMUM POTENTIAL.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. ENGLISH LANGUAGE ARTS--READING

A. ENGLISH COMPREHENSION: skills which enable the student to understand written and oral language

B. WORD IDENTIFICATION: skills which enable the student to decode the written word

C. REFERENCE AND STUDY SKILLS: skills which enable the student to become an independent learner

D. LITERATURE: skills which enable the student to appreciate literature for personal growth and enjoyment

2. ENGLISH LANGUAGE ARTS--WRITING

E. HANDWRITING: skills which enable the student to communicate legibly in written form

F. GRAMMAR/MECHANICS: skills which enable the student to use standard English for effective communication

G. SPELLING: skills which enable the student to spell correctly for literate communication

H. COMPOSITION: skills which enable the student to organize and communicate thoughts in written form

3. ENGLISH LANGUAGE ARTS--THINKING AND EXPRESSION

I. THINKING AND ORGANIZATIONAL SKILLS: skills which enable the student to develop and utilize critical and creative thinking for problem solving and self-expression

J. LISTENING AND VIEWING: skills which enable the student to develop auditory and visual perception

K. ORAL COMMUNICATION SKILLS: skills which enable the student to organize and communicate thoughts orally

ENGLISH--READING

GRADE 9

GOAL: 9E1ØØ UNDERSTANDING AND UTILIZING ORAL AND WRITTEN LANGUAGE

A	B	C	D
COMPREHENSION	WORD IDENTIFICATION	REFERENCE AND STUDY	LITERATURE
OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES
9E1A1 To understand reading with expression and fluency	9E1B1 To understand the derivation of base words	9E1C1 To understand location of reference materials	9E1D1 To understand the elements of literature
9E1A2 To understand methods of vocabulary development	9E1B2 To understand structural analysis	9E1C2 To understand how to use different sources of information	9E1D2 To understand the figures of speech and sound devices in prose and poetry
9E1A3 To understand written directions			9E1D3 To understand the purposes of literature
9E1A4 To understand basic comprehension skills			9E1D4 To understand factors that influence the reader's reaction to literature
9E1A5 To understand the elements of evaluation			9E1D5 To understand the literary genres
			9E1D6 To understand the audience's impact on literary development
			9E1D7 To understand the importance of making inferences and drawing conclusions from a literary work

ENGLISH--WRITING

GRADE 9

GOAL: 9E2ØØ UNDERSTANDING AND UTILIZING WRITTEN EXPRESSION

E	F	G	H
HANDWRITING	**GRAMMAR/MECHANICS**	**SPELLING**	**COMPOSITION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
9E2E1 To understand the standards of legibility	9E2F1 To understand the parts of speech 9E2F2 To understand the elements of sentence structure 9E2E3 To understand the elements of style 9E2F4 To understand standard usage	9E2G1 To understand the strategies that improve spelling 9F2G2 To understand the importance of correct spelling	9E2H1 To understand sentence patterns 9E2H2 To understand writing paragraphs 9E2H3 To understand the elements of form and style 9E2H4 To understand creative expression 9E2H5 To understand functional writing for personal purposes 9E2H6 To understand revision and proofreading

GRADE 9 GOAL: 9E3ØØ UNDERSTANDING AND UTILIZING THINKING SKILLS AND CREATIVE EXPRESSION

I	J	K
THINKING AND ORGANIZATION	**LISTENING AND VIEWING**	**ORAL COMMUNICATION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**
9E3I1 To understand basic thinking skills	9E3J1 To understand the characteristics of effective listening/viewing	9E3K1 To understand the elements of effective oral communication
9E3I2 To understand synthesis of information	9E3J2 To understand the role of listening/viewing in deriving information	9E3K2 To understand the dynamics of personal interactions
9E3I3 To understand methods of inquiry	9E3J3 To understand the role of listening/viewing in processing information	9E3K3 Oral reading--covered in Reading-Comprehension 9E1A1
	9E3J4 To understand the role of listening/viewing in expanding vocabulary and appreciating literature	

ENGLISH--READING

GRADE 10

GOAL: 10E100 UNDERSTANDING AND UTILIZING ORAL AND WRITTEN LANGUAGE

A	B	C	D
COMPREHENSION	**WORD IDENTIFICATION**	**REFERENCE AND STUDY**	**LITERATURE**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
10E1A1 To understand reading with expression and fluency	10E1B1 To understand word identification skills	10E1C1 To understand the location of reference materials	10E1D1 To understand the elements of literature
10E1A2 To understand methods of vocabulary development		10E1C2 To understand how to use different sources of information	10E1D2 To understand the figures of speech and sound devices in prose and poetry
10E1A3 To understand written directions		10E1C3 To understand adjustment of reading according to purpose	10E1D3 To understand the purposes of literature
10E1A4 To understand basic comprehension skills			10E1D4 To understand factors that influence the reader's reaction to literature
10E1A5 To understand the elements of evaluation			10E1D5 To understand the literary genres
10E1A6 To understand summarizing and synthesizing in reading			10E1D6 To understand the audience's impact on literary development
			10E1D7 To understand the importance of making inferences and drawing conclusions from a literary work

ENGLISH--WRITING

GRADE 10

GOAL: 10E2ØØ UNDERSTANDING AND UTILIZING WRITTEN EXPRESSION

E	F	G	H
HANDWRITING	**GRAMMAR/MECHANICS**	**SPELLING**	**COMPOSITION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
10E2E1 To understand the standards of legibility	10E2F1 To understand the parts of speech 10E2F2 To understand the elements of sentence structure 10E2F3 To understand the elements of style 10E2F4 To understand standard usage	10E2G1 To understand the strategies that improve spelling 10E2G2 To understand the importance of correct spelling	10E2H1 To understand sentence patterns 10E2H2 To understand writing paragraphs 10E2H3 To understand the elements of form and style 10E2H4 To understand creative expression 10E2H5 To understand functional writing for personal purposes 10E2H6 To understand revision and proofreading

ENGLISH--THINKING AND EXPRESSION

GRADE 10

GOAL: 10E3ØØ UNDERSTANDING AND UTILIZING THINKING SKILLS AND CREATIVE EXPRESSION

I	J	K
THINKING AND ORGANIZATION	**LISTENING AND VIEWING**	**ORAL COMMUNICATION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**
10E3I1 To understand basic thinking skills	10E3J1 To understand the characteristics of effective listening/viewing	10E3K1 To understand the elements of effective oral communication
10E3I2 To understand synthesis of information	10E3J2 To understand the role of listening/viewing in deriving information	10E3K2 To understand the dynamics of personal interaction
10E3I3 To understand methods of inquiry	10E3J3 To understand the role of listening/viewing in processing information	10E3K3 Oral reading--covered in Reading-Comprehension 10E1A1
	10E3J4 To understand the role of listening/viewing in expanding vocabulary and appreciating literature	

ENGLISH--READING

GRADE 11

GOAL: 11E1ØØ UNDERSTANDING AND UTILIZING ORAL AND WRITTEN LANGUAGE

A	B	C	D
COMPREHENSION	**WORD IDENTIFICATION**	**REFERENCE AND STUDY**	**LITERATURE**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
11E1A1 To understand reading with expression and fluency	11E1B1 To understand word identification skills	11E1C1 To understand the location of reference materials	11E1D1 To understand the elements of literature
11E1A2 To understand methods of vocabulary development		11E1C2 To understand how to use different sources of information	11E1D2 To understand the figures of speech and sound devices in prose and poetry
11E1A3 To understand written directions		11E1C3 To understand organization of information	11E1D3 To understand the purposes of literature
11E1A4 To understand basic comprehension skills		11E1C4 To understand adjustment of reading according to purpose	11E1D4 To understand factors that influence the reader's reaction to literature
11E1A5 To understand the elements of evaluation			11E1D5 To understand literary genres
11E1A6 To understand summarizing and synthesizing in reading			11E1D6 To understand the audience's impact on literary development
			11E1D7 To understand the importance of making inferences and drawing conclusions from a literary work

ENGLISH--WRITING

GRADE 11

GOAL: 11E2ØØ UNDERSTANDING AND UTILIZING WRITTEN EXPRESSION

E	F	G	H
HANDWRITING	**GRAMMAR/MECHANICS**	**SPELLING**	**COMPOSITION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
11E2E1 To understand the standards of legibility	11E2F1 To understand the parts of speech 11E2F2 To understand the elements of sentence structure 11E2F3 To understand the elements of style 11E2F4 To understand standard usage	11E2G1 To understand the strategies that improve spelling 11E2G2 To understand the importance of correct spelling	11E2H1 To understand sentence patterns 11E2H2 To understand writing paragraphs 11E2H3 To understand devices which unify a composition 11E2H4 To understand the elements of form and style 11E2H5 To understand creative expression 11E2H6 To understand functional writing for personal purposes 11E2H7 To understand writing for research and analysis 11E2H8 To understand revision and proofreading

GRADE 11 **GOAL:** 11E3ØØ UNDERSTANDING AND UTILIZING THINKING SKILLS AND CREATIVE EXPRESSION

I	J	K
THINKING AND ORGANIZATION	**LISTENING AND VIEWING**	**ORAL COMMUNICATION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**
11E3I1 To understand basic thinking skills	11E3J1 To understand the characteristics of effective listening/viewing	11E3K1 To understand the elements of effective oral communication
11E3I2 To understand synthesis of information	11E3J2 To understand the role of listening/viewing in deriving information	11E3K2 To understand the dynamics of personal interaction
11E3I3 To understand methods of inquiry	11E3J3 To understand the role of listening/viewing in processing information	11E3K3 Oral reading--covered in Reading-Comprehension 11E1A1
	11E3J4 To understand the role of listening/viewing in expanding vocabulary and appreciating literature	

ENGLISH--READING

GRADE 12

GOAL: 12E100 UNDERSTANDING AND UTILIZING ORAL AND WRITTEN LANGUAGE

A	B	C	D
COMPREHENSION	WORD IDENTIFICATION	REFERENCE AND STUDY	LITERATURE
OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES
12E1A1 To understand reading with expression and fluency	12E1B1 To understand word identification skills	12E1C1 To understand the location of reference materials	12E1D1 To understand the elements of literature
12E1A2 To understand methods of vocabulary development		12E1C2 To understand how to use different sources of information	12E1D2 To understand the figures of speech and sound devices in prose and poetry
12E1A3 To understand written directions		12E1C3 To understand organization of information	12E1D3 To understand the purposes of literature
12E1A4 To understand basic comprehension skills		12E1C4 To understand adjustment of reading according to purpose	12E1D4 To understand factors that influence the reader's reaction to literature
12E1A5 To understand the elements of evaluation			12E1D5 To understand literary genres
12E1A6 To understand summarizing and synthesizing in reading			12E1D6 To understand the audience's impact on literary development
			12E1D7 To understand the importance of making inferences and drawing conclusions from a literary work

ENGLISH--WRITING

GRADE 12

GOAL: 12E2ØØ UNDERSTANDING AND UTILIZING WRITTEN EXPRESSION

E	F	G	H
HANDWRITING	**GRAMMAR/MECHANICS**	**SPELLING**	**COMPOSITION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
12E2E1 To understand the standards of ligibility	12E2F1 To understand the parts of speech 12E2F2 To understand the elements of sentence structure 12E2F3 To understand the elements of style 12E2F4 To understand standard usage	12E2G1 To understand the strategies that improve spelling 12E2G2 To understand the importance of correct spelling	12E2H1 To understand sentence patterns 12E2H2 To understand writing paragraphs 12E2H3 To understand devices which unify a composition 12E2H4 To understand the elements of form and style 12E2H5 To understand creative expression 12E2H6 To understand functional writing for personal purposes 12E2H7 To understand writing for research and analysis 12E2H8 To understand revision and proofreading

ENGLISH--THINKING AND EXPRESSION

GRADE 12

GOAL: 12E3ØØ UNDERSTANDING AND UTILIZING THINKING SKILLS AND CREATIVE EXPRESSION

I	J	K
THINKING AND ORGANIZATION	**LISTENING AND VIEWING**	**ORAL COMMUNICATION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**
12E3I1 To understand basic thinking skills	12E3J1 To understand the characteristics of effective listening/viewing	12E3K1 To understand the elements of effective oral communication
12E3I2 To understand synthesis of information	12E3J2 To understand the role of listening/viewing in deriving information	12E3K2 To understand the dynamics of personal interaction
12E3I3 To understand methods of inquiry	12E3J3 To understand the role of listening/viewing in processing information	12E3K3 Oral reading--covered in Reading-Comprehension 12E1A1
	12E3J4 To understand the role of listening/viewing in expanding vocabulary and appreciating literature	

LANGUAGE ARTS

CURRICULUM FRAMEWORK

ENGLISH AS A SECOND LANGUAGE

GOALS AND OBJECTIVES

9-12

THE LANGUAGE ARTS CURRICULUM 9-12 SHALL INCLUDE, BUT NOT NECESSARILY BE LIMITED TO, THE TERMINAL OBJECTIVES CONTAINED IN THIS SECTION.

THE TERMINAL OBJECTIVES LISTED SHALL BE INTRODUCED AND REINFORCED AS NECESSARY TO HELP STUDENTS ACHIEVE TO THEIR MAXIMUM POTENTIAL.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. ESL--LISTENING AND SPEAKING

A. SOUND DISCRIMINATION: skills which enable the student to hear and decode English words

B. LINGUISTIC STRUCTURES: skills which enable the student to decode English sentences

C. COMMUNICATION: skills which enable the student to express himself orally in English

D. COMPREHENSION: skills which enable the student to derive meaning from spoken English

2. ESL--READING

E. COMPREHENSION: skills which enable the student to derive meaning from written English

F. WORD IDENTIFICATION: skills which enable the student to decode the written word

G. REFERENCE AND STUDY SKILLS: skills which enable the student to become an independent learner

H. LITERATURE: skills which enable the student to appreciate literature for personal growth and enjoyment

I. THINKING: skills which enable the student to evaluate what he reads

3. ESL-WRITING

J. HANDWRITING: skills which enable the student to communicate legibily in written form

K. GRAMMAR/MECHANICS: skills which enable the student to use standard English for effective communication

L. SPELLING: skills which enable the student to spell correctly for literate communication

M. COMPOSITION: skills which enable the student to organize and communicate thoughts in written form

4. ESL--CULTURE

N. CROSS CULTURAL ISSUES: knowledge which enables the student to develop an appreciation of varying cultural traits

ESL--LISTENING AND SPEAKING

GRADE LEVEL Secondary Basic

GOAL: BL1ØØ UNDERSTANDING AND UTILIZING ORAL LANGUAGE

A	B	C	D
SOUND DISCRIMINATION	**LINGUISTIC STRUCTURES**	**COMMUNICATION**	**COMPREHENSION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
BL1A1 To understand isolated sounds and sound combinations	BL1B1 To understand English morphology and syntax	BL1C1 To understand conversational skills	BL1D1 To understand oral English
BL1A2 To understand the sounds of words in English		BL1C2 To understand the skills needed for oral presentations	BL1D2 To understand specialized content area vocabulary
BL1A3 To understand the communication of meaning in a variety of ways			BL1D3 To understand listening for the main idea
			BL1D4 To understand the process of restating information
			BL1D5 To understand idiomatic expressions

ESL--READING

GRADE LEVEL Secondary Basic

GOAL: BL200 UNDERSTANDING AND UTILIZING WRITTEN LANGUAGE

E	F	G	H	I
COMPREHENSION	**WORD IDENTIFICATION**	**REFERENCE AND STUDY**	**LITERATURE**	**THINKING**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
BL2E1 To understand basic reading readiness	BL2F1 To understand sight vocabulary	BL2G1 To understand the parts of a book	BL2H1 To understand and appreciate literature through the use of listening skills	BL2I1 To understand thinking skills
BL2E2 To understand the importance of details	BL2F2 To understand the ways to identify new words	BL2G2 To understand reading for information	BL2H2 To understand the different literary genres	
BL2E3 To understand sequencing	BL2F3 To understand specialized content area vocabulary	BL2G3 To understand the use of reference tools	BL2H3 To understand the elements of literature	
BL2E4 To understand the role of the main idea		BL2G4 To understand the relative value of source materials		
BL2E5 To understand the role of the conclusion				
BL2E6 To understand cause and effect				
BL2E7 To understand the difference between fact and opinion				
BL2E8 To understand how to evaluate and summarize				

ESL--WRITING

GRADE Secondary
LEVEL Basic

GOAL: BL3ØØ UNDERSTANDING AND UTILIZING WRITTEN COMMUNICATION

J	K	L	M
HANDWRITING	**GRAMMAR/MECHANICS**	**SPELLING**	**COMPOSITION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
BL3J1 To understand the standards of legibility	BL3K1 To understand the purposes of sentence structure BL3K2 To understand the forms of sentence structure	BL3L1 To understand the sound/symbol relationship to spelling BL3L2 To understand the role of proofreading in spelling BL3L3 To understand the spelling of words appropriate to the learner's level	BL3M1 To understand controlled writing skills BL3M2 To understand independent writing skills BL3M3 To understand the purposes and uses of letter writing BL3M4 To understand functional writing BL3M5 To understand the role of rewriting and self editing

ESL--CULTURE

GRADE Secondary
LEVEL Basic

GOAL: BL4ØØ UNDERSTANDING AND APPRECIATING CULTURAL TRAITS

N

	CROSS-CULTURAL ISSUES	
	OBJECTIVES BL4N1 To understand the various cultural expectations in the American school system BL4N2 To understand the various cultural expectations in the American community BL4N3 To understand the value of diversity among cultural groups	

ESL--LISTENING AND SPEAKING

GRADE Secondary
LEVEL Advanced

GOAL: AL1ØØ UNDERSTANDING AND UTILIZING ORAL LANGUAGE

A	B	C	D
SOUND DISCRIMINATION	**LINGUISTIC STRUCTURES**	**COMMUNICATION**	**COMPREHENSION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
AL1A1 To understand isolated sounds and sound combinations	AL1B1 To understand English morphology and syntax	AL1C1 To understand conversational skills	AL1D1 To understand oral English
AL1A2 To understand the sounds of words in English		AL1C2 To understand the skills needed for oral presentations	AL1D2 To understand specialized content area vocabulary
AL1A3 To understand the communication of meaning in a variety of ways			AL1D3 To understand listenening for the main idea
			A11D4 To understand the process of restating information
			AL1D5 To understand idiomatic expressions

GRADE LEVEL Secondary Advanced

GOAL: AL2ØØ UNDERSTANDING AND UTILIZING WRITEN LANGUAGE

E	F	G	H	I
COMPREHENSION	**WORD IDENTIFICATION**	**REFERENCE AND STUDY**	**LITERATURE**	**THINKING**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
AL2E1 To understand basic reading readiness AL2E2 To understand the importance of details AL2E3 To understand sequencing AL2E4 To understand the role of the main idea AL2E5 To understand the role of the conclusion AL2E6 To understand cause and effect AL2E7 To understand the difference between fact and opinion AL2E8 To understand how to evaluate and summarize	AL2F1 To understand sight vocabulary AL2F2 To understand the way to identify new words AL2F3 To understand specialized content area vocabulary	AL2G1 To understand the parts of a book AL2G2 To understand reading for information AL2G3 To understand the use of reference tools AL2G4 To understand the relative value of source materials	AL2H1 To understand and appreciate literature through the use of listening skills AL2H2 To understand the different literary genres AL2H3 To understand the elements of literature	AL2I1 To understand thinking skills

GRADE LEVEL Secondary Advanced

GOAL: AL 3ØØ UNDERSTANDING AND UTILIZING WRITTEN COMMUNICATION

J	K	L	M
HANDWRITING	**GRAMMAR/MECHANICS**	**SPELLING**	**COMPOSITION**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
AL3J1 To understand the standards of legibility	AL3K1 To understand the purposes of sentence structure AL3K2 To understand the forms of sentence structure	AL3L1 To understand the sound/symbol relationship to spelling AL3L2 To understand the role of proofreading in spelling AL3L3 To understand the spelling of words appropriate to the learner's level	AL3M1 To understand controlled writing skills AL3M2 To understand independent writing skills AL3M3 To understand the purposes and uses of letter writing AL3M4 To understand functional writing AL3M5 To understand the role of rewriting and self editing

ESL--CULTURE

GRADE LEVEL Secondary
Advanced

GOAL: AL4ØØ UNDERSTANDING AND APPRECIATING CULTURAL TRAITS

N

	CROSS-CULTURAL ISSUES	
	OBJECTIVES AL4N1 To understand the various cultural expectations in the American school systerm AL4N2 To understand the various cultural expectations in the American community A14N3 To understand the value of diversity among cultural groups	

LANGUAGE ARTS

CURRICULUM FRAMEWORK

SPEECH

GOALS AND OBJECTIVES

9-12

THE LANGUAGE ARTS CURRICULUM 9-12 SHALL INCLUDE, BUT NOT NECESSARILY BE LIMITED TO, THE TERMINAL OBJECTIVES CONTAINED IN THIS SECTION.

THE TERMINAL OBJECTIVES LISTED SHALL BE INTRODUCED AND REINFORCED AS NECESSARY TO HELP STUDENTS ACHIEVE TO THEIR MAXIMUM POTENTIAL.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

LANGUAGE ARTS--SPEECH

A. THINKING: skills which enable the student to think in an orderly and effective way

B. WRITING: skills of writing that pertain to the composition of speeches

C. LISTENING: skills which enable the student to derive meaning from and place value on spoken English

D. SPEAKING: skills which enable the student to use effective oral communication

LANGUAGE ARTS--SPEECH

GRADE Secondary

GOALS: SSØØØ UNDERSTANDING AND UTILIZING EXPRESSION

A	B	C	D
THINKING	WRITING	LISTENING	SPEAKING
OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES
SSØA1 To understand the role of persuasion in communication SSØA2 To understand the role of reasoning in communication SSØA3 To understand the process of logical thinking	SSØB1 To understand the importance of correct grammar and mechanics in writing SSØB2 To understand the use of thinking skills in writing SSØB3 To understand effective self-expression in writing SSØB4 To understand the organization and development of a written speech SSØB5 To understand the unifying devices of writing SSØB6 To understand the relationship between vocabulary development and effective communication SSØB7 To understand methods of research	SSØC1 To understand the role of listening in deriving information SSØC2 To understand the role of listening in processing information	SSØD1 To understand memorization techniques SSØD2 To use effective self-expression in public speaking SSØD3 To understand the unifying devices of a speech SSØD4 Research--covered in writing SSØB7 SSØD5 To understand the use of thinking skills in public speaking SSØD6 Vocabulary--covered in writing strand SSØB6 SSØD7 To understand the elements of effective oral communication SSØD8 To understand how to control and direct speech in various situations

LANGUAGE ARTS

CURRICULUM FRAMEWORK

DRAMA

GOALS AND OBJECTIVES

9-12

THE LANGUAGE ARTS CURRICULUM 9-12 SHALL INCLUDE, BUT NOT NECESSARILY BE LIMITED TO, THE TERMINAL OBJECTIVES CONTAINED IN THIS SECTION.

THE TERMINAL OBJECTIVES LISTED SHALL BE INTRODUCED AND REINFORCED AS NECESSARY TO HELP STUDENTS ACHIEVE TO THEIR MAXIMUM POTENTIAL.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

LANGUAGE ARTS--DRAMA

A. WRITING: skills of writing that pertain to drama

B. PERFORMANCE: skills that enable the student to perform

C. READING: skills of reading that pertain to drama

D. CRITICAL VIEWING AND LISTENING: skills that enable the student to derive meaning from and place value on oral and visual communication

GRADE Secondary

GOAL: SDØØØ UNDERSTANDING AND UTILIZING WRITTEN, ORAL, VISUAL, AND PHYSICAL COMMUNICATION

A	B	C	D
WRITING	**PERFORMANCE**	**READING**	**CRITICAL VIEWING AND LISTENING**
OBJECTIVES	**OBJECTIVES**	**OBJECTIVES**	**OBJECTIVES**
SDØA1 To understand the importance of standard grammatical usage	SDØB1 To understand memorization skills	SDØC1 To understand the use of literature for practice and pleasure	SDØD1 To understand the role of skilled viewing and listening in gathering information
SDØA2 Self-Expression--covered in Performance Strand SDØB1	SDØB2 To understand effective self-expression	SDØC2 To understand basic literary forms and their elements	SDØD2 To understand the role of skilled critical viewing and listening in processing information
SDØA3 To understand the organization and development of paragraphs	SDØB3 To understand the elements of effective performance	SDØC3 To understand characterization as an element of comprehension	
SDØA4 To understand the unifying devices of a composition		SDØC4 To understand cause and effect as a means to comprehension	
SDØA5 To understand the summarization and synthesis of material			

LANGUAGE ARTS

CURRICULUM FRAMEWORK

JOURNALISM

GOALS AND OBJECTIVES

9-12

THE LANGUAGE ARTS CURRICULUM 9-12 SHALL INCLUDE, BUT NOT NECESSARILY BE LIMITED TO, THE TERMINAL OBJECTIVES CONTAINED IN THIS SECTION.

THE TERMINAL OBJECTIVES LISTED SHALL BE INTRODUCED AND REINFORCED AS NECESSARY TO HELP STUDENTS ACHIEVE TO THEIR MAXIMUM POTENTIAL.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. JOURNALISM--COMMUNICATION

A. THINKING AND ORGANIZING: skills which enable the student to think in an orderly and effective way

B. INTERVIEWING AND BROADCASTING: skills which enable the student to use effective oral communication as it relates to the media

C. COMPOSITION: skills which enable the student to use written communication appropriate to the media

D. MECHANICS: skills which enable the student to use standard English for literate communication

2. JOURNALISM--PRODUCTION

E. LAYOUT AND MAKEUP: skills which enable the student to create visual effects

F. BUSINESS MANAGEMENT: skills which enable the student to understand the financial aspect of media production

G. ORGANIZATION: knowledge which enables the student to understand the divisions of media organization

H. CAREER IMPLICATIONS: knowledge which enables the student to make choices in journalism

JOURNALISM--COMMUNICATION

GRADE Secondary

GOAL: SJ1ØØ UNDERSTANDING AND UTILIZING ORAL, WRITTEN, AND VISUAL COMMUNICATION IN MEDIA

A	B	C	D
THINKING AND ORGANIZING	INTERVIEWING AND BROADCASTING	COMPOSITION	MECHANICS
OBJECTIVES		**OBJECTIVES**	**OBJECTIVES**
SJ1A1 To understand basic thinking skills	SJ1B1 To understand the role of skilled listening for gathering information	SJ1C1 To understand a news lead	SJ1D1 To understand journalistic form
SJ1A2 To understand journalistic thinking	SJ1B2 To understand the role of skilled listening when processing information	SJ1C2 To understand journalistic form	SJ1D2 To understand journalistic style
	SJ1B3 To understand effective oral communication skills	SJ1C3 To understand the types of news stories	SJ1D3 To understand the importance of standard grammatical usage
	SJ1B4 To understand the relationship between vocabulary and effective oral communication	SJ1C4 To understand objective and subjective writing	
	SJ1B5 To understand the importance of standard grammatical usage	SJ1C5 To understand the influence of the audience on journalistic writing	

JOURNALISM--PRODUCTION

GRADE Secondary

GOAL: SJ2ØØ UNDERSTANDING AND UTILIZING PRODUCTION SKILLS

E	F	G	H
LAYOUT AND MAKEUP	BUSINESS MANAGEMENT	ORGANIZATION	CAREER IMPLICATIONS
OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES
SJ2E1 To understand the visual impact of media production	SJ2F1 To understand the price structuring of advertising	SJ2G1 To understand media organization	SJ2H1 To understand the history of journalism
SJ2E2 To understand the methods of creating the visual package	SJ2F2 To understand bookkeeping procedures		SJ2H2 To become aware of career possibilities in the media
SJ2E3 To understand consistency of style in production	SJ2F3 To understand the role of circulation in financing of media productions		SJ2H3 To understand legal implications of media production
SJ2E4 To understand cartooning and photography			SJ2H4 To understand ethical responsibilities
SJ2E5 To understand advertising layout and makeup			SJ2H5 To understand how media objectives influence reporting decisions
			SJ2H6 To understand trade jargon

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